

FORMATION OF CREATIVE ACTIVITY EXPERIENCE IN THE POSSESSION OF CAREER EDUCATION STUDENTS

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Abstracts

This article deals with problem of formation of creative activity experience in the possession of career education students by profession “Operator of electronic computing machines and computing machines” in the municipal autonomous general educational institution in Vladimir “Interscholastic Training School #2”.

Keywords: *Creative activity experience, creative thinking, interactive technologies, project method.*

1 INTRODUCTION

Modern state politic in educational area is directed to humanization, informatization and mediatization of pedagogical process. After the change of education model modern educational institutions are targeted to students advancing, their self-sufficiency and creativity as the most important features, that are essential for successful self-fulfilment in socio-economic realty [2].

The problem of content of creative activity experience is examined in the psychology of creativity and in the history of scientific work. In practically boundless world literature of creativity psychology there are two directions of research. Some scientists are engaged in clarifying of features and typical biographies of scientists, others examine the process of creativity as such [4].

In the pedagogical scientific literature are considered author's models and pedagogical systems, that are targeted to the advancement of students' creativity by means of communication technologies in which the means and methods for the advancement of students' creativity are developed through different forms of organization of the learning activity of students; the use of distance learning; project activities; the system of creative tasks etc. [3]

Researchers note that creative activity considers not only general abilities for it, but also a different combination of specific abilities. So, they point to energy, inventiveness, ingenuity, honesty and straightforwardness, a desire to possess facts, principles, flexible adaptation to facts, independence, intuition etc. At the same time, cognitive and creative abilities are separated from each other without explaining each of them. In addition to such characterological properties of creative personality as originality, divergent thinking, fast educability, compliance, diligence, desire to stay alone for a long time, ability to be amazed they point features of creative nature activity as well: rejection of nonessential and minor, composition of complex structures and simple elements (synthesis) decomposition (analysis) of occurrence or situation, combination of elements, rejection of any known method or theory, accountability of new data, etc. [4]

The most important element of creative thinking is the posting of new questions or the vision of new problems in traditional situation.

On the one hand, the effectiveness of creative thinking advancement of students by means of communication technologies is conditioned by the system of organizing

of continuous development of new software in education, and on the other hand, it is conditioned by the possibility of applying the acquired skills in self-guided creative activity within the frames of pedagogical process [2].

Is there any connection between the success of mastering educational standards by students and the degree of their creative self-realization?

The analysis of experimental data made it possible to formulate the following conclusion: the degree of creative self-realization is also high for children, who have reached an advance in the age-based education standards. This is explained by the relatively low level of setting of standards, that capable students understand easily without concentrating their efforts on it. For a significant part of remaining students there is an inverse relation: the more their creativity is displayed, the less successful are their achievements in mastering the standards [7].

For that matter, we emphasize that creativity is always going beyond the borders. It is a change of existing knowledge, understanding, norms, the creation of new content, which is not included in the programme of assimilation [7].

2 PROJECT

Within the frames of mastering the programme of professional education of profession “Computer Serviceman” (“Operator of electronic computing machines and computing machines”) at MAGEI “Interscholastic Training School #2” in Vladimir we use the system of creative tasks in the classes: input and editing documents using a text editor, processing digital images with graphics editors, creating animation, creating audio and video images, creating of three-dimensional models, creating web-pages, etc.

As known, cognitive activity of students can have creative, heuristic, and reproductive nature. The advancement of cognitive abilities of students depends on their creative activity. Formation of the creative abilities will be more effective if the creative activity has systemic nature. Episodic experience formation of creative activity will not bring any desired result.

In the professional training programme “Computer Serviceman” there is a sufficient number of topics where students can demonstrate their creative abilities. This is especially clearly seen in the lessons of computer graphics and animation. The section “Computer graphics” develops spatial, logical, abstract, and creative thinking, as well as imagination and perception. For example, when creating a GIF-animation, students are requested to draw their own character and develop a script, according to which the animation will be operated.

The study of three-dimensional graphics gives wide opportunities for advancement of the experience of creative activity. Practically throughout the entire study of this topic students perform creative tasks. For example, the construction of complex and abstract geometric shapes helps to develop spatial imagination and lets students fantasize and create something that cannot exist in real life. To do this, the complex figure should be decomposed into simple components and put together.

The method of projects has an important role in developing the creative abilities of students. This method is based on the development of cognitive, creative abilities of students, the ability to acquire new knowledge on their own. In the classroom, this

3 CONCLUSION:

Possession of ways to create a creative product increases the possibility of creative orientation and self-determination of students in the society. That is why, one of the priority tasks of the Training School and its teaching staff is to create conditions for the formation and development of creative activity experience of students.

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